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# USAID Vietnam Inclusion of Vietnamese with Disabilities Fiscal Year 2015 –QIII Performance Report

June 30, 2015

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## **Inclusion of Vietnamese with Disabilities**

Quarter Report

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Prepared for

Le Ha Van, AOR

United States Agency for International Development/Vietnam

15/F Tung Shing Building

#2 Ngo Quyen Street

Hanoi, Vietnam

Prepared by

Catholic Relief Services Vietnam Program

Room 301-303, Building E3, Diplomatic Compound

# 6 Dang Van Ngu street

Dong Da District

Hanoi, Vietnam

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## Table of Contents

<b>ACRONYMS AND ABBREVIATIONS.....</b>	<b>4</b>
<b>I. EXECUTIVE SUMMARY .....</b>	<b>5</b>
<b>II. KEY ACHIEVEMENTS (QUALITATIVE IMPACT).....</b>	<b>7</b>
<b>III. III. PROGRAM PROGRESS.....</b>	<b>II</b>
<b>IV. MONITORING.....</b>	<b>12</b>
<b>VI. FINANCIAL INFORMATION .....</b>	<b>14</b>
<b>VII. CONSTRAINTS AND CRITICAL ISSUES .....</b>	<b>16</b>
<b>VIII. ENVIRONMENTAL COMPLIANCE .....</b>	<b>16</b>

## Acronyms and Abbreviations

CRS	Catholic Relief Services
DOLISA	Department of Labour, Invalids and Social Affairs
DPO	Disabled People's Organization
HCIT	Hanoi College of Information Technology
GBV	Gender-based Violence
HCMC	Ho Chi Minh City
ICT	Information and communication technology
IT	Information Technology
ITTP	Information Technology Training Program
IVWD	Inclusion of Vietnamese with Disabilities
JAWS	Job Access with Speech
MOET	Ministry of Education and Training
MOLISA	Ministry of Labour, Invalids and Social Affairs
NDC	Nguyen Dinh Chieu
NVDA	NonVisual Desktop Access
NIES	Vietnam Institute of Education Sciences
PMU	Project Management Unit
TOR	Terms of Reference
TOT	Training of Trainers
TTS	Text to speech software
UDA	Dong A University
USAID	United States Agency for International Development
USG	US Government
VFD	Vietnam Federation on Disability
VLU	Van Lang University
VNAH	Vietnam Assistance for the Handicapped

## **I. EXECUTIVE SUMMARY**

### **Qualitative Impact**

Hanoi college of Information Technology (HCIT) collaborated with NTC Company to recruit 11 students (4 male, 7 female) for the training course on IT skills and customer care so these students will be able to work in call centers after graduation. This is a tailored training course between HCIT and NTC Company. Despite project funding ending in March 2015, HCIT has demonstrated commitment by raising funds independently to run the training course this quarter.

Both HCIT and University of Dong A (UDA) have more specific sustainability plans for ITTP. UDA outlined a plan to recruit 250 disadvantaged students including youth with disabilities from 2015-2018. UDA will provide a 50% discount of tuition fees for youth with disabilities or students whose parents are persons with disabilities. Meanwhile, HCIT is committed to organize at least one training course with around ten to twenty students with disabilities per year. They will continue to raise funds and collaborate with businesses to cover expenses of these training courses.

Van Lang University is committed to continue ITTP. Currently, the university is under the process of transforming into a totally private university and constructing a new campus. VLU has ensured that the new campus has accessible infrastructure for persons with disabilities. While the management is transitioning, the university will pause ITTP recruitment.

During this quarter, VLU focused on completing training activities for 41 students from training courses coded with GD 39 and GD40. After graduation, 11 students out of 19 from training course GD39 have already found jobs. During this quarter, VLU organized exposure visits to Swiss Post Solutions Company, Golden Key Company, Thanh Binh Le company, Minh Long company and Van Quoc Viet printing company for these students. The objective of the visits were to strengthen linkages with businesses for internship and employment and for students to have a better understanding of professional work environment.

To document factors contributing to the successes of ITTP model, CRS and ITTP partners conducted an ITTP internal review from May 16 to June 10th 2015. Results of this review will be shared in the upcoming ITTP review workshop which is scheduled on July 21st. Initial findings show that students, teachers and other stakeholders believe ITTP has brought positive impact to the lives of youth with disabilities, building their confidence and creating opportunities for social inclusion and participation. Most of respondents also believe that the involvement of businesses is very important to ensure that market needs are met through the training. Students and businesses also recommend that the training course should be improved with more practical sessions to get students to learn from real working skills compared to theoretical academic sessions, training contents should be more focused and based on market needs. (More details of the review results will be captured in the ITTP review report.)

CRS hired an external consultant group to do a labor market assessment for persons with disabilities, to inform schools as they design upcoming training courses and pursue new business relationships. The team conducted data collection in three locations of Hanoi, Danang, HCMC, and DongNai province through in-depth interviews with businesses, students, employees with disabilities, government officials and ITTP school leaders and teachers. There were a total of 118 respondents: 51 persons with disabilities, 58 businesses and 9 other stakeholders from government offices and DPO disabled person organizations. The report is under development and key findings will be shared at the ITTP Review workshop. Through briefing with CRS, it is clear that labor market for persons with disabilities in general and in IT in particular is quite large; however capacities of persons with disabilities must be improved in order to meet the equal standard that business apply across all employees. Detailed findings and analysis will be presented in the final report. CRS will share this report with ITTP schools and other audiences.

In Quarter III of FY2015, CRS and MOET hired an external consultant group to evaluate the results of ICT pilots including distant learning, use of video lectures and use of software to support persons with visual impairment in Hanoi, Ho Chi Minh City, Thai Nguyen, Hai Duong, Ninh Binh, Quang Binh, Quang Tri, Quang Nam, Lam Dong and Dong Thap provinces. Through initial findings, students, teachers and other stakeholders give very positive feedback to these ICTs. They believe that ICT tools help students to understand lessons better and have opportunity to explore additional knowledge and learn at higher grades. Results of the ICT evaluation will be included in the final report.

During this quarter, 541 students continued to participate in the pilot of distant learning, using video lectures and using text to speech and screen reader software, of which 21 students pilot the distant learning at home. 88 teachers and 51 managers provided support to students in the ICT pilot.

### **Quantitative Impact**

- 11 students (4 male, 7 female) started their 6 month training course in IT skills and call-center customer care services in HCIT in April.
- 13 (8 male, 5 female) visually impaired persons enrolled in the short-term online training course coded with KTH41 in VLU.
- 40/43 students (24 male, 16 female) graduated from training courses (coded with GD39 and GD40) from VLU.
- 12/13 visually impaired persons (4 male, 8 female) completed the course coded with KTH40 in Binh Thuan and graduated in April.
- All 41 students (25 male, 16 female) from training courses GD39 and GD40 received training in soft skills and GBV training
- 115 participants (8 teachers, 8 project management board members, 70 students, 5 school representatives, 6 parents, 10 businesses and 8 other stakeholders) participated in the ITTP internal review.
- According to the periodic alumni survey in the quarter, the employment rate of graduate students after 12 months of graduation is 57%.
- Total 541 students (280 males and 265 females) participating in the pilot of ICT tools (distant learning, video lectures and TTS/NVDA software) through this quarter; 38 students (24 males, 14 females) are new participants in the pilot of distance learning model in this quarter. Four students dropped the pilot of distant learning (two students), one dropped from pilot in TTS/NVDA software and one dropped from video lecture due to their medical treatment (three) and workload from their jobs (one).
- Total 42 schools/centers participated in ICT pilot activities of which 12 schools/centers participated for the first time in this quarter

**Next Quarter's Work Plan** *Please refer to the FY 2015 Work Plan submitted as well as a summary table in Section V.*

HCIT continues to train 11 students in collaboration with NTC Company in IT skills and call center customer care services. VLU continues online training for 13 students through training course coded with KTH41 in Binh Thuan.

Consultants conducting the market assessment will complete 37 interviews, including 20 businesses in Hanoi and 17 businesses in HCM city. Data will be analyzed and included in the final report.

The ITTP review workshop will be held on July 21<sup>st</sup> 2015 in Hanoi to review achievement, challenges, lessons learned and sustainability plans. Results of the workshop will be used for CRS and schools' sustainability plans.

At the conclusion of this reporting period, all the ICT pilot activities at schools/centres have been completed. CRS and MOET continue to get feedbacks and recommendations from schools/centres for reviewing and completing ICT models. Based on recommendations and feedback from local

schools and students, the project will upgrade website and e-learning materials in the upcoming quarter. Since MOET has already replicated the distant learning training in all 63 provinces, the upgrading is necessary to ensure that quality of website and materials can meet the needs at scale. A dissemination workshop will be held in August 2015 to share results from the evaluation of the ICT pilots and garner interest from other districts. MOET leaders will share the official direction in sustaining and replicating ICT at the national level.

The next quarter will be focused on closing out the 10 year project; CRS will spend time preparing for the final grant closure with partners at different levels.

## **II. KEY ACHIEVEMENTS (QUALITATIVE IMPACT)**

### **ITTP activities**

Hanoi College of Information Technology (HCIT)

#### ***Training and employment***

HCIT began a new course, code DT01KT, for 11 students (04 male, 07 female) on IT skills and call center customer service on 14 April 2015. The course is financed by HCIT, and co-designed by a call-centre service company named NTC Company. Students are eager to participate in the class and according to the teachers over 60% of the students have skills suited for the call centers (strong IT and English language). Students will learn IT skills, general office skills, English language, communication, customer care skills and other soft skills. NTC Company will provide two months of intensive internships (starting from July 20<sup>th</sup> to September 20<sup>th</sup>) so students can gain the practical skills necessary for permanent jobs. NTC has also committed to provide these students jobs in call centers.

In this quarter, 10/14 students (6 male, 4 female) from class DH01KT and 18/21 students (11 male, 7 female) from class DH02KT have jobs in Remove The Background Company (2), Pixel company (10), NTC company (5), Photo Solution (5), Computer Service and Trade company (1), Ha Duong Trang Vy Limited company (1) and Esoftflow (2).

#### ***Alumni strengthening and social network***

At the opening ceremony for the new course DT01KT on 15 May 2015, HCIT invited alumni share their experiences working to encourage and motivate new students.

#### **University of Dong A (UDA) and VBPO in Danang**

In line with their sustainability plan, UDA developed a training plan from 2015-2018 to recruit 250 disadvantaged students, including youth with disabilities. UDA will provide students with disabilities or those whose parents are persons with disabilities a 50% discount on tuition fees. UDA has approached associations for person with disabilities, education centers and vocational centers for persons with disabilities in Da Nang, Quang Binh, Quang Tri, Quang Nam, Daklak, and Gia Lai for recruitment. Currently they have received 11 applications from Quang Nam, Gia Lai, and Daklak. UDA will also diversify training curriculum to have a variety of programs such as IT/data processing, graphic design, website design, and marketing internet business.

During this quarter, three graduates from last quarter have signed official contracts with VBPO after the probation period (03 female out of 4). One female student stopped working at VBPO in order to run her own business at home. Three out of four graduates from the second group (02 male, 01

female) received offers for paid probation contracts with VBPO from June 2015. After probation, VBPO will review their performance to sign official labor contracts.

## **Van Lang University (VLU)**

### ***Training and employment***

On 18<sup>th</sup> May, VLU organized the graduation ceremony for 17/18 students (10 male, 7 female) from training course coded with GD39. In attendance were the USAID Chief of Section in HCM, VLU leader, ITTP members, businesses, alumni, CRS country manager, IVWD project Chief of Party and all students from the training courses (GD39 and GD40) with total of 60 participants. Eleven out of 18 students (8 male, 3 female) had jobs after graduation (10 Garment Company, Minh Phuc Company, online marketing, and jewellery design, Dong Sang printing company or open own business).

The second training course, GD40 for 23 students (14 male, 9 female) will be completed in July with the official graduation ceremony on July 4<sup>th</sup> 2015. Already six students (4 male, 2 female) received internships and jobs from Logigear co., Computer institute and Laptop Bao Ngoc co. and run their own business..

VLU finished an online training course in general and advanced IT skills for people who are blind in Binh Thuan province. VLU collaborated with Binh Thuan Blind Association to run this training program. VLU provides technical assistance, examinations and granting certificate while Binh Thuan Blind association covers expenses for their facilities. In total, 12 visually impaired persons (4 male, 8 female) participated and completed their program in April. VLU and Binh Thuan Blind Association continued to recruit 13 persons (8 male, 5 female) for another online training in BinhThuan coded KTH41 from June 4<sup>th</sup> 2015. VLU offers on-line technical assistance by providing examinations and granting certificates for the online training courses.

### ***Business exposure and linkages***

During this quarter, VLU organized exposure visits to Swiss Post Solutions Company, Golden Key Company, Thanh Binh Le Company, Minh Long Company and Van Quoc Viet printing company for students from GD39 and GD40. 41 students (25 male, 16 female) and 3 parents participated in these visits on 03<sup>rd</sup> April, April 17<sup>th</sup> and June 26<sup>th</sup>. Students received additional information on skills required, application requirements, working environment and salary. Two male students from GD39 are currently interns for AutoCAD 3D.

In June students from the training course GD40 were separated into small groups to go to Logigear Company, testing and graphic design services (4 students), Phu Dai Son Co. (6 students), Computer Institute (5 students) and Van Quoc Viet Printing Co. (4 students). Logigear plans to recruit one student for further training after graduation. More information will be updated after graduation (4 July) when companies carry out recruitment process and interviews.

### ***Soft skill enhancement***

VLU mainstreamed soft skill training in their ITTP curriculum. During this period, 23 students (14 male, 9 female) from GD40 received soft skill training and gender-based violence training by VLU teachers. After the training, students have better understanding of the importance of having these skills prepared for job, how to have right understanding of gender issues and equal opportunities for women and men.

### ***Sustainability plan***

Van Lang University is committed to continue ITTP. Currently, the university is under the process of transforming into a totally private university and constructing a new campus. VLU has ensured that the new campus has accessible infrastructure for persons with disabilities. While the management is transitioning, the university will pause ITTP recruitment. In the interim, VLU will continue to provide online technical support to Binh Thuan blind



Association to continue with online training courses. The current domain of the online training course is linked at the university website at <http://ittp.vanlanguni.edu.vn>. Training unit of VLU will carry out monitoring while centre for high technology vocation training, centre for software technology and IT centre will provide online academic support and examinations to student participants.

### **Internal review in HCIT, UDA and VLU**

To document factors contributing to the successes of ITTP model, CRS and ITTP partners conducted an ITTP internal review from May 16 to June 10th 2015. Results of this review will be shared in the upcoming ITTP review workshop which is scheduled on July 21st. Initial findings show that students, teachers and other stakeholders believe ITTP has brought positive impact to the lives of youth with disabilities, building their confidence and creating opportunities for social inclusion and participation. General recommendations from students and businesses include how the training curriculum should be more practical and focused, closely linked to needs of businesses to ensure higher employment rate. All these results will be shared with all participants and other audiences through the ITTP review workshop which CRS and partners will organize on July 21<sup>st</sup> 2015 in Hanoi.

### **Market assessment in Hanoi, Da Nang and Ho Chi Minh city**

CRS hired an external consultant group to do a labor market assessment for persons with disabilities, to inform schools as they design upcoming training courses and pursue new business relationships. The team conducted data collection in three locations of Hanoi, Danang, HCMC, and DongNai province through in-depth interviews with businesses, students, employees with disabilities, government officials and ITTP school leaders and teachers. There were a total of 118 respondents: 51 persons with disabilities, 58 businesses and 9 other stakeholders from government offices and DPO disabled person organizations. The report is under development and key findings will be shared at the ITTP Review workshop.

Initial findings show that IT is one of top ten careers in the market for persons with disabilities. According to the IT businesses, the demand for skilled workers is high but so are the business requirements. BPO jobs (Business Process Outsourcing) account for 64% IT jobs. Businesses in this field want to hire staff with good capacity for photoshop and data processing which is suitable for hearing impaired persons and persons with physical disabilities who can still using both hands. Other IT business/companies jobs suitable for persons with disabilities are digital art; jewelry design; technical graphic design; and architectural design.

When for feedback on ITTP, some businesses in Hanoi and HCMC shared that they would likely offer longer internship periods to ensure suitability for the individual employee and the company. General recommendations from business are that training centers/institutions should have better selection and classification of students at the beginning. They also need to analyze market needs carefully and find ways to improve not only academic skills but attitudes and soft skills for persons with disabilities. Meanwhile students, teachers and other stakeholders (e.g. from DPOs) recommend that businesses should have more friendly working environment to persons with disabilities including factors such as facilities, non-discriminative environment, competition and equal treatment among staff.

### **ICT activities**

During this quarter, CRS and MOET completed piloting all ICT tools (distant learning, video lectures, software) in the current locations while expanding the pilot to Hai Duong, Quang Tri and Quang Nam provinces. In total, 541 students, 88 teachers and 51 education managers participated in the pilot of which 38 students (24 males, 14 females), and 26 teachers and 14 educational managers just participated in this quarter. Four female students (one from Hanoi – distance learning, one from HCMC – TTS and two from Quang Binh – Video lectures and distance learning) dropped out in this quarter due to their sickness, surgery and moving to other city to work.

### **Distance learning**

By the end of quarter 3, all schools/centers participated in the distance learning model finished their pilot implementation. In total this quarter, 337 students participated in the pilot (170 males and 167 females), including 38 new students (24 males and 14 females).

In May, the project consultant group (providing academic and IT support to schools and students) conducted online and off-line exams for 202 students in both subjects. Though not all students could participate due to the summer calendar, results showed that students with different types of disabilities can complete the online learning and tests as long as schools provide strong support and guidance. The majority of test results have been above average, which means students are meeting the basic requirements of the subjects. However, there is difference between results of Literature and Informatics due to learning capacity of students with disabilities and different types disabilities that lead to difference in acquiring knowledge such as results of Literature subject is lower than Informatics subjects because studying Literature well requires a wide range of terminologies which is difficult for students with disabilities, especially for hearing impaired students. Some students with mobility disabilities did not get good results because of their severe intellectual disabilities.

Through monthly reports by schools/centers participated in the pilot of distance learning model, most of them have positive comments to the impact of this model. Students who are in grade 6 or have passed grade 6 reinforced their knowledge on the two subjects of Vietnamese literature and informatics. Out of school students had the opportunity to continue studying. Ten schools/centers expressed the significant improvement of IT knowledge and skills for both students and teachers in result of the ICT pilot. Teachers felt learned new ways to modify their teaching methodologies to engage students with disabilities more effectively. Students and teachers also provided feedback on the website interface and e-learning materials of these two subjects. Through the final report of the ICT evaluation, detailed feedback and lessons learned will be consolidated in order to justify the continuation of the activities and for upgrading the website and its content in the upcoming quarter.

In response to the results and positive feedback from piloted provinces, MOET approached ADB to expand training to 63 provinces. In May and June, MOET organized 25 training courses in Can Tho, Nghe An, Da Nang, Hai Phong and Ho Chi Minh city with 882 education managers, secondary education teachers, staffs from Blind associations, Deaf associations, rehabilitation centers and supporters for students with disabilities on distance learning, using learning materials of Informatics and Literatures subjects for students with visual, hearing and mobility impairment.

### ***Text-to-Speech Technology***

In Q3, 7 schools and centers in 3 provinces including Hanoi, Quang Binh and Ho Chi Minh city continued their pilot the use of NVDA and VOS software. In total, 165 (80 males and 85 females) students participated in the pilot of text to speech software. Out of these students, 28 (15 males and 13 females) also participated in the distance learning component.

After five months of pilot, most of schools/centers responded that they developed the skills necessary to use NVDA-VOS, and the software could be used for visually-impaired persons, likely replacing for the current software (JAWS and SaoMai). Blind students reported that the new software with three accents was easy for listeners from different regions to understand. Additionally, the speech includes intonation so the voices are more expressive. Students are more interested using this software for studying and other activities. However, for those students who are already used to the other software for long, might feel a little bit difficult to change their habit to new functions through new key board. Students and teachers felt that the slow speed made it difficult for the visually impaired persons to know if it had finished or there was a problem.

### ***Video Lectures with Sign Language Interpretation***

By the end of Q3, 15 schools and centers finished the video lectures in Hanoi, Ninh Binh, Quang Binh and Ho Chi Minh City. In total, 84 students (49 males and 35 females) participated, of which 13 students (4 males and 9 females) also participated in distance learning. Through monitoring trips and ICT evaluation results, students and teachers expressed positive feedback on the video lectures. Teachers believe that this approach also promoted innovative teaching methods because the language subject video lectures assisted students' comprehension.

Learning results of students participating in the pilot are better than results of the preceding term, as indicated in May reports of Hy Vong Secondary School (Hanoi) and Quang Trach Education Center for Children with Disabilities (Quang Binh). The video lectures make it easier for deaf students to understand lessons through both text on screen and sign language. Consequently, some teachers even applied this method to other hearing-impaired students in classes outside the pilot.

Furthermore, despite the difference of regional sign languages in Vietnam, most of schools/centers responded that sign language skills of students with hearing impairment have improved. Students were more active in class and at home under the guidance and support of teachers and parents.

Though the evaluation team recommends that video lectures should incorporate the different sign languages for the Northern and Southern regions, students and teachers believe that the video lectures improve learning quality for hearing impaired students and that MOET should continue to expand to other subjects and other grades.

### III. PROGRAM PROGRESS

#	Indicator_FY2015	Frequency	Quarter 1		Quarter 2		Quarter 3		Quarter 4		Annual	
			Target	Achieved	Target	Achieved	Target	Achieved	Target	Achieved	Target	Achieved
1	Number of service providers trained who serve the persons with disabilities - <b>Indicator 2</b>	Quarterly	96	<b>293</b>	33	<b>165</b>	12	<b>0</b>	20	0	161	<b>436</b>
	Female		48	152	16	95	6	0	10		80	238
	Male		48	141	17	70	6	0	10		81	198
2	Number of USG-assisted organizations and service delivery systems strengthened who serve vulnerable populations - <b>Indicator 3</b>	Quarterly	10	<b>125</b>	7	<b>68</b>	3	<b>60</b>	0		20	<b>186</b>
3	Number of people benefiting from USG-supported social services- <b>Indicator 1</b>	Quarterly	275	<b>275</b>	262	<b>694</b>	20	<b>625</b>	0	0	557	<b>857</b>

	Female		110	132	105	337	8	301			223	408
	Male		165	143	157	357	12	324			334	449
4	<b>Number of guidelines/guidance on ICT application approved by MOET</b>	<b>Annually</b>	<b>N/A</b>		<b>N/A</b>		<b>N/A</b>		<b>N/A</b>		1	
5	<b>GNDR-6 Number of people who have received GBV awareness training</b>	<b>Annually</b>	<b>N/A</b>		<b>N/A</b>		<b>N/A</b>		<b>N/A</b>		98	
	Female										40	
	Male										58	
6	<b>Percentage of ITTP graduates have jobs or paid internships 12 months after graduation</b>	<b>Annually</b>	<b>N/A</b>		<b>N/A</b>		<b>N/A</b>		<b>N/A</b>		<b>60%</b>	

#### IV. MONITORING

RS conducted regular monitoring visits to ITTP programs in all three locations of Hanoi, Danang and HCMC. Sustainability plans have been discussed with universities, emphasizing improvement of employment linkages for students after training courses.

During this reporting period, CRS collaborated with MOET and DOETs to conduct monthly monitoring trips to the ICT project sites, with the purpose of supervising project implementation at schools/centers and providing technical assistance. Monitoring checklists and individual interviews were used to measure qualitative data apart from monthly reports from schools/centers and from consultants. Comments, feedbacks and recommendations from beneficiaries are collected in order to develop and complete models, so that those technologies could be taken to scale.

Similar to previous quarters, CRS collaborated with MOET, DOETs and consultants to regularly conduct monitoring activities in project provinces to ensure the quality and effectiveness of activities. Furthermore, an ICT pilot evaluation was conducted with input from CRS, MOET, DOETs and consultants group from Vietnam Institution of Educational Sciences. The data collection was finished in May and the final report showing will be submitted to CRS and MOET in the next quarter.

#### V. NEXT QUARTER'S WORK PLAN

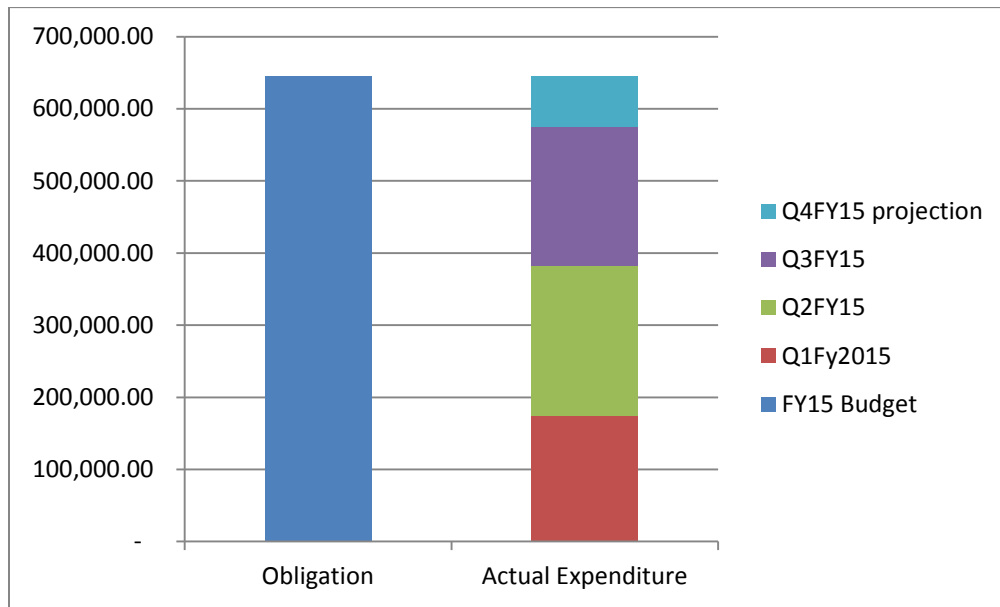
The final quarter will focus on closing out all evaluations and dissemination of findings. Consultants conducting the market assessment will complete 37 interviews, including 20 businesses in Hanoi and 17 businesses in HCM city. Data will be analyzed and included in the final report. The ITTP review workshop will be held on July 21<sup>st</sup> 2015 in Hanoi to review achievement, challenges, lessons learned and sustainability plans. Results of the workshop will be used for CRS and schools' sustainability plans.

The ICT evaluation will conclude and based on recommendations and feedback from local schools and students, the project will upgrade website and e-learning materials in the upcoming quarter. Since MOET has already replicated the distant learning training in all 63 provinces, the upgrading is necessary to ensure that quality of website and materials can meet the needs at scale. A dissemination workshop will be held in August 2015 to share results from the evaluation of the ICT pilots and garner interest from other districts. MOET leaders will share the official direction in sustaining and replicating ICT at the national level.

The next quarter will be focused on closing out the 10 year project; CRS will spend time preparing for the final grant closure with partners at different levels. The final dissemination workshop will be held in September.

Project activities	July	Aug	Sept
<b>Output 1.1.2 ITTP students benefit from quality training and support services.</b>			
Continuation of ITTP training courses in HCIT coded as DT01KT (funded by HCIT) and job placement	x	x	x
Continuation of 3 month training course for online in VLU KTH4I (cost share by VLU)	x	x	x
Continue with job placement for ITTP graduates for students from VLU (GD39, GD40)	x	x	x
Graduation ceremony for students in VLU	x		
<b>Output 1.1.4: ITTP model is documented by ITTP partners and shared with MOLISA and MOET</b>			
ITTP review workshop by ITTP partners and CRS	x		
Completion of data collection and report writing for market assessment for PWDs and potential business involvement in supporting or replicating ITTP.	x	x	
<b>Output 2.1.1: MOET Steering Committee members have increased understanding of barriers to education</b>			
Regular technical meeting on policy development to mainstream ICT and dissemination of ICT solutions	x	x	x
<b>Output 2.2.1: Assistive technologies piloted according to specification</b>			
Providing feedback to AiLAB for any improvement of text to speech software (VOS)	x		
<b>Output 2.2.4: MOET evaluates and documents and disseminates assistive technologies to education institutions</b>			
Completion of data analysis and reporting for the valuating the ICT pilot results (Video and TTS)	x		
Organize talk show through TV channel to share about ICT application to promote inclusive education for children with disabilities	x	x	
ICT dissemination workshop			
<b>Output 2.3.1: A model for distance learning is adopted from international best-practices.</b>			
Revise distance learning modules based on feedbacks from students, teachers and others during the pilot	x	x	
Revise and upgrade distance learning website	x	x	
Developing guidance for the sustainability of distance learning model, NVDA/TTS and video lectures; and MOET direction in replication.		x	

## VI. FINANCIAL INFORMATION (Unofficial and Un-reconciled)



(Notes: this is unconsolidated expenditure report)

**Table 2: Budget Details**

FY15 Budget	Q1FY2015	Q2FY15	Q3FY15	Q4FY15 projection	Total FY15
<b>645,495</b>	<b>173,937</b>	<b>208,016</b>	<b>193,070</b>	<b>70,473</b>	<b>645,495</b>
<b>IVWD program activities</b>	148,604.52	161,532.24	170,934.43	114,496	595,567
<b>Indirect cost</b>	25,332.11	46,483.44	22,135.97	(44,024)	49,928

**Table 3: Unofficial and unconsolidated quarterly expenditure grouped by major line-items**

Description	Q1 FY2015 Actual Expenditures Oct-Dec. 2014	Q2 FY2015 Actual Expenditures Jan-Mar. 15	Q3 FY2015 Budget Expenditures Apr-Jun15	Q4 FY2015 Budget Expenditures Jul-Sep.15	Total
a. Personnel	25,090	33,173	33,054		91,316.94
b. Fringe Benefits	5,168	9,742	7,530		22,440.06
c. Travel	3,319	2,789	7,138		13,244.66
d. Equipment	-	-	-		-
e. Supplies	1,564	9,489	6,456		17,508.54
f. Contractual	22,475	29,951	24,687		77,112.66
g. Construction	-	-	-		-
h. Other	90,988	76,390	81,243		248,620.64
i. Total Direct Charges	148,605	-	160,107	-	470,244
j. Indirect Charges	25,332	46,483	22,136		93,951.52
k. TOTALS (sum of 6i and 6j)	173,937	208,016	182,243	-	564,195

Advance to Vendors

10,827.69

Total

**575,022.71**

## **VII. CONSTRAINTS AND CRITICAL ISSUES**

No significant constraints were experienced during this reporting period.

## **VIII. ENVIRONMENTAL COMPLIANCE**

During this USAID funded project carried out by CRS from April 1<sup>st</sup>, 2015 to June 30<sup>th</sup> 2015; a number of activities were conducted, including the on-going training of ITTP students, organization of exposure visit to businesses, evaluation of ICT tool pilot results, upgrading of text to speech software and development of e-learning materials to support Persons with disabilities with no detrimental effect on the environment.



### Success Stories/Lessons Learned Template

**Instructions:** Provide the information requested below. Remember to complete the Operating Unit Standardized Program Structure selections in order that your program element selections are pre-populated in the FACTS drop-down menu. “\*” indicates required fields.

\* **Program Element:** IT Training for Persons with disabilities

\***Key Issues:** \_\_\_\_\_

**Title:** \_\_\_\_\_

**Operating Unit:** USAID/Vietnam

**Please provide the following data:**

\* **Headline (Maximum 300 characters):** A good headline or title is simple, jargon free, and has impact; it summarizes the story in a nutshell; include action verbs that bring the story to life.

#### OPPORTUNITY TO ACCESS HIGHER LEVEL OF EDUCATION FOR HEARING IMPAIRED STUDENTS

\* **Body Copy (maximum 5,000 characters):**

T., a twenty-year-old student with hearing impairment in Da Lat, Lam Dong participated in the ICT pilot, “Enhancing access and quality of inclusive education for children with disabilities” managed by CRS and MOET. Before participating in the project, T. finished grade 6 with the desire to continue his higher education but there were no secondary special schools for hearing impaired students in Da Lat. T. reluctantly dropped out of school. His father found him a job making frames so that T would not feel bored staying at home all the time.

In December 2014, T. was selected to participate in the distance learning model and he started studying at home by himself. He particularly liked the Informatics subject for lectures’ contents and visual illustration on the website. After studying with the model for five months, T. was able to complete the exercises quickly with more correct answers. T.’s parents, teachers, and friends from a club for persons with hearing impairment support T for more difficult aspects of the lessons.

T.’s father always cares for his study and highly appreciates this project. He said “thanks to the project, my son has opportunity to continue his study, and he no longer feels isolated as he was not allowed to study in general school”. His father also plans to ask his friend, the owner of an IT company to allow T. to come and learn IT skills there so that T. can pursue an IT job in the future.



**\* Headline (Maximum 300 characters):**

**\* Body Copy (maximum 5,000 characters):**

**\* Pullout Quote (Optional, 1,000 characters):** Please provide a quote that represents and summarizes the story.

**\* Background Information (3,000 characters):** Please provide whether this story is about a presidential initiative, Key Issue(s), where it occurred (city or region of country) and under what item(s) (Objectives, Program Areas, Program Elements) in the foreign assistance Standardized Program Structure. Include as many as appropriate. See Annex VIII of the Performance Plan and Report Guidance for a listing of Key Issues. See the list and definitions for the Standardized Program Structure.  
[http://f.state.sbu/PPMDocs/SPSD\\_4.8.2010\\_full.pdf](http://f.state.sbu/PPMDocs/SPSD_4.8.2010_full.pdf).

**\* Contact Information (300 characters):** Please list the name of the person submitting along with their contact information (email and phone number).